

# Catalyst

SPRING EDITION

1994

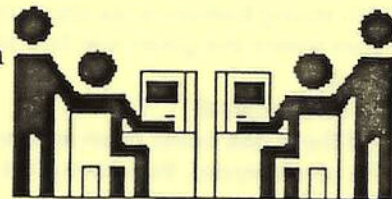
The Interpretation Newsletter of the California  
Department of Parks and Recreation  
Vol. I, No. 2



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The Age of Networking is Here  
and It is Us



**Getting Your Message Across**  
by  
**Rich Gililand**  
**District Interpretive Specialist**  
**Orange Coast**

There are many ways to get an interpretive message across. Currently, the most favored is to involve the visitor in some activity where they learn or discover through "doing." At the same time, one should not overlook some of the other ways to convey the wonder and natural beauty of our parks. Poetry, for instance, can inspire and bring realization and meaning to many people. A simple poem about natural action at the shoreline might be just as much a learning tool as taking objective measurements and charting sand movement.

The hard sand breaks  
And the grains of it  
Are clear as wine.  
Far off over the leagues of it  
The Wind,  
Playing on the wide shore,  
Piles little ridges,  
And the great waves  
Break over it....

Hilda Doolittle, 1912

And, perhaps, one can more deeply appreciate his/her relationship with the sea not only by grasping concepts of marine biology through role playing techniques but also by reading and pondering a verse such as the following:

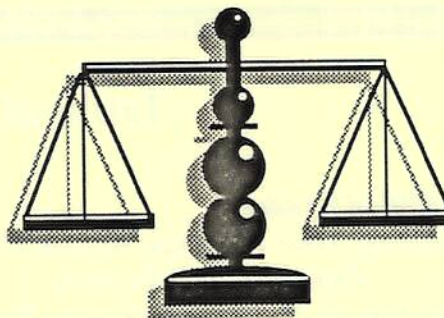
**OCEAN**

It dreams in the deepest sleep, it remembers the storm  
last month or it feels the far storm  
Off Unalaska and the lash of the sea-rain.  
It is never mournful but wise, and takes the magical  
misrule of the steep world  
With strong tolerance, its depth is not moved  
From where the green sun fails to where the thin  
red clay  
lies on the basalt  
And there has never been light nor life.  
The black crystal, the untroubled fountain, the  
roots of  
endurance.  
Therefore I belted  
The house and the tower and courtyard with  
stone,

And have planted the naked foreland with future  
forest  
toward noon and morning: for it told me,  
The time I was gazing in the black crystal,  
To be faithful in storm, patient of fools, tolerant of  
memories and the muttering prophets,  
It is needful to have night in one's body.

Robinson Jeffers, 1928

How to present these? Publications, parts of  
displays, readings at campfires, virtually anywhere  
you normally make contact with the public.



**Update on California History Timeline**  
by  
**Richard D. Clark**  
**State Park Interpreter II**  
**Northern Service Center**

Last August, when the interpreters discussed networking together, I volunteered to create a timeline of California history. (The intent was to understand historical and cultural events, as they related to each unit in California Park Services, in order to better coordinate interpretive activities across the state.) In response to my pleas for examples of timelines, I received many. Thank you one and all for your assistance! With this information I was able to put together a draft Gold Rush era timeline as a beginning effort for this database.

I am pleased to announce that more help is on the way. Many of you will meet Ruben Andrade, a student at Sacramento State University. While working as an intern this semester at the Northern Service Center, he will be continuing to build upon the timeline's database. If you have ideas or information for him, please don't wait. Call or FAX Ruben or me at the Northern Service Center.

Richard Clark  
916 323-0963  
FAX-916 324-0888

## Have We Heard From You?

by  
Erika Porter  
Interpretation Section  
Park Services Division

Approximately 9% of the state's population has some form of a disability affecting their daily activities. That figure may seem small, but this amounts to thousands of park visitors, many of whom are unable to enjoy park interpretive programs because they cannot understand what is being said, cannot see what is being discussed, or cannot access the location of the activities. These visitors not only want to participate in park programs like everyone else, but it is also their legal right.

The Americans with Disabilities Act (ADA), passed in 1990, states that people with disabilities shall be allowed to participate in regular programs, although special arrangements may be made at *their* request. The bad news: our existing interpretive programs are not fully accessible to these populations. The good news is that, with a little effort, they can be made more accessible and enjoyable. Repeating questions from the audience, for example, helps visitors with hearing impairments to more easily understand your presentation.

I am in the process of gathering information for a handbook containing methods such as these and incorporating specific examples from the field. This handbook, due out in the Summer of '94, will be a useful tool when planning a program for a specific audience or as a quick reference before a tour.

Recently, Donna Pozzi sent out a survey requesting your assistance in providing actual examples of methods from your own experiences. These field examples will be included in the handbook along with your name and unit name (unless otherwise requested). The completion of the handbook is dependent upon your response to the survey.

If you did not receive a survey, or if you have any questions regarding this project, please call me at 916 653-9807.

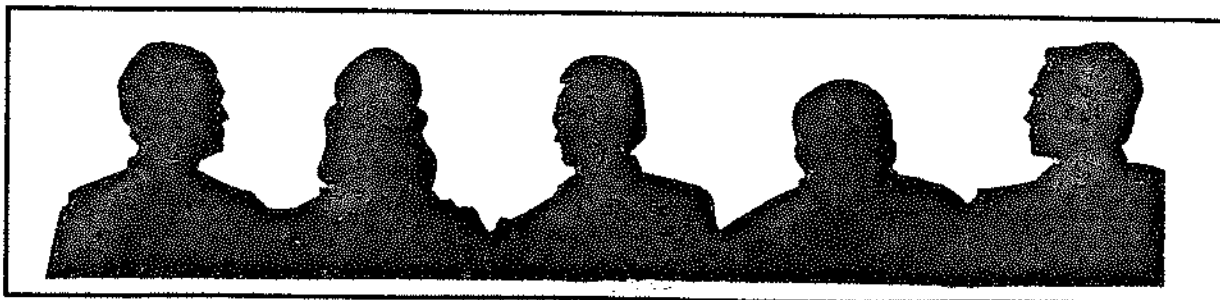
## This Directory's For You

by  
Mary A. Helmich  
Interpretation Section  
Park Services Division

It's amazing. In this era of books, telephones, computers, Faxes, and other communication devices, information is rarely shared between park units. We may have worthwhile knowledge at hand, but no mechanism to give or exchange it within the system. Over the years, how many of you have known individuals with special skills or knowledge who have retired or moved to another agency? Like me, you are probably concerned about the serious loss of the Department's institutional memory.

Last August the interpretive coordinators for the Department gave high priority to a "Skills Bank/Yellow Pages." Since then, work has begun by a small intrepid group, unafraid to tackle a daunting task—provide a listing (and eventually a database) of all the interpretive resources within the Department. The initial focus of the "Directory of Interpretive Resources," as it will be called, has been on indexing the California State Park System's cultural and natural resources, modern recreational activities, interpretive facilities, and interpretive programs. (After this is complete, we will tackle human resources for a skills bank.)

The concept has grown from a modest twenty pages to more than one hundred and thirty, and counting.... This could become the medium we have all desired for networking. Your involvement in this effort will make a difference! When a thick stack of the Directory's pages comes your way for review, please take the time to check it carefully. Particularly critical are accuracy and making sure that every resource is counted. Those of us thus far involved in this project have become altogether obsessive-compulsive about it; we hope you will too.



**Romance on the Job**  
by  
**Linda Rawlings**  
**State Park Interpreter I**  
**Publications**

It's not what you think! I recently had the rare privilege and pleasure of working on a very special publication about the romance and courtship of John Bidwell and Annie Kennedy. Seldom do we as interpreters have the opportunity to really explore such human emotions and interactions on the job. It all started when I transferred to the Publications Section of Marketing and Public Awareness in June of 1993. Associate Editor Joe Engbeck gave me a real treat—my first major assignment editing a book about this couple's courtship letters, dating from 1866 to 1868.

DPR had the rights to reprint a 1973 book entitled, *What Makes a Man*, by Chad Hoopes. It had an extensive introduction, giving a history of John Bidwell. Three chapters of letters written by John Bidwell and Annie Kennedy formed the heart of the book. At first, it was only apparent to me that the book needed a reworking of the introductory chapters and an accuracy check of the transcriptions.

After months of re-transcribing, editing, and writing, I can say that there were numerous omissions and errors. What Joe and I anticipated as an update of an existing book turned into a complete re-write involving extensive research. The new book, entitled *Dear General*, represents a tremendous effort to produce a high-quality publication. *What makes a Man* had included only excerpts from selected letters which supported the introductory thesis. I felt a complete understanding of the letters was necessary. So, with help from Pat Morris (formerly OIS Interpreter I, Park Services Museum Tech.), I began to carefully transcribe the original letters located at the California State Library.

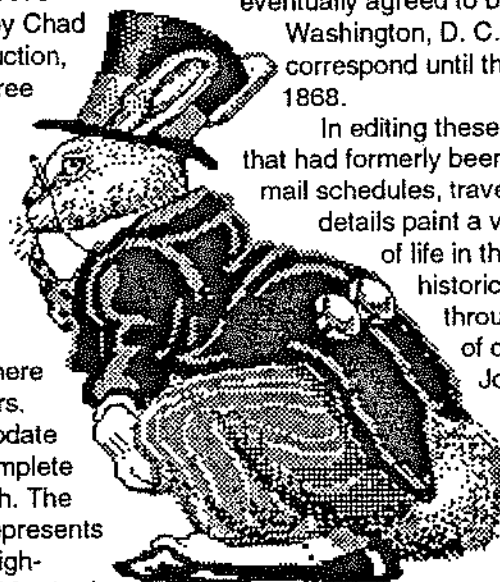
These letters, when examined fully, portray the lives of John Bidwell and Annie Kennedy in a very sensitive, personal way. After reviewing the completely transcribed letters, I found it necessary to include almost all of them. The correspondence is like a tapestry, with threads or themes running through all of the letters. Even now there are a few missing strands, because some letters apparently no longer exist.

The letters written between December 1866 and April 1867 were exchanged in Washington, D. C., where Annie's family lived and where John served his congressional term (1865-1867). He returned to Chico in 1867 to build his mansion and conduct his many business enterprises. From May of 1867 to February 1868, John and Annie corresponded across the continent. After Annie eventually agreed to be his wife, John returned to Washington, D. C., and they continued to correspond until their wedding on April 16, 1868.

In editing these letters, I included details that had formerly been omitted—references to mail schedules, travel, and social life. These details paint a vibrant picture of the realities of life in the 1860s. The story of this historic couple also comes to life through the letters' descriptions of complex family relationships, John and Annie's struggle for understanding, and their growth through months of separation and a long-distance relationship.

There's much more to tell about this project. Audi

Stanton illustrated the new book with her own art and some photos of John and Annie. The book is hot off the presses and will be released at a reception in the Resources Building on March 29. Call Linda Rawlings for more information and perhaps consider including *Dear General* for sale in your local park giftshop.



**The month of May is State Parks Month**





★

**THE DOCENT EDUCATOR**  
**An Excellent Resource for Dedicated Docents**  
by  
**John Mott**  
**Interpretation Section**

Docents and docent coordinators interested in sharpening their interpretive skills, as well as staying current with "hands on" techniques, will find *The Docent Educator* to be an excellent resource.

For \$20/year, a docent or docent organization can subscribe to this quarterly journal. Each issue has a central theme. For example, the Winter '93 issue, entitled *Little Ones: Teaching and Touring Our Youngest Visitors*, contains articles from throughout the United States which focus on: *Imagining: A Pathway to Learning; Botany on a Lower Level; Multicultural Sensitivity*; as well as "nuts and bolts" teaching tips and "how to do it."

According to editor Alan Gartenhaus, *The Docent Educator* is the only journal published expressly for volunteers and staff educators serving in a variety of institutional settings. It is a resource devoted to making educational efforts more successful and rewarding.

Help us ensure that museum docents and educators will have a voice and advocate in the years to come. I encourage you to give this journal a try (see subscription form). I think you will find the material it presents will not only help docents receive ongoing training information, but also give them a stronger connection with other docents and docent trainers throughout the U. S.

## The Docent Educator

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**VWS and DPR Presents  
1993/1994 School Programs  
to Local Big Sur Elementary School  
by  
Linda Rath  
SPR I, Pfeiffer Big Sur State Park**

The Monterey District Big Sur State Parks and the Ventana Wilderness Sanctuary (VWS) are collaborating this year on a new educational program for Big Sur's Captain Cooper Elementary School. Big Sur is a small community with one elementary school with three classrooms, K-1, 2-3 and 4-5. Older children are bused to Carmel for middle and high schools.

The DPR/VWS 1993/1994 cooperative school program was developed by Ranger Linda Rath and VWS Education Coordinator Stephanie Lee and is funded by the Big Sur Natural History Association and the Ventana Wilderness Sanctuary.

This program features eight different themes during the school year from October to May. Each unit consists of a preprogram presentation at the school to introduce the field trip and includes a field trip to one of the Big Sur State Parks. Programs are presented to children in kindergarten through second grade (35 children) and children from the third grade through the fifth grade (33 children). A bimonthly student newsletter introduces the next two units with interesting information, fun activities, and challenging games. Teachers are given support materials before and after each program.

Rath and Lee presented the first 1993/1994 VWS/DPR school program to Captain Cooper School's students and teachers on Friday, September 10, 1993. The new school program and our expectations were presented to the students along with a variety of games. This year's theme, "Big Sur is a land of many habitats," was introduced. Each student received an introductory copy of the new student newsletter. A newsletter contest was held.

Each student who entered the contest received a free pass into a Big Sur Area State Park and the opportunity to attend a 1994 interpretive program. The winning entry, Big Sur Backyard, was chosen as the title for the newsletter. Future newsletters will include art and writing projects that will be displayed at Andrew Molera State Park and Pfeiffer Big Sur State Park for the enjoyment and education of park visitors, students, and their families.

Programs to be presented during the rest of the 1993-1994 school year include:

Habitat: What's that?  
Populations and Carrying Capacity  
The River, Who Needs It?

Adaptations to Habitats  
Under the Board Walk  
The Rocky Shore  
People Habitat

VWS staff will present half of the programs and DPR Rangers will present the other half, alternating every other month. Through the cooperation of the Ventana Wilderness Sanctuary, the Big Sur Natural History Association, and the Big Sur Area State Parks we have been able to develop a quality interpretive school program at the Captain Cooper Elementary School that will benefit the students, the Big Sur community, and the California State Parks now and for years to come.



### **CALL FOR PRESENTATIONS**

**National Interpreters' Workshop  
1994  
Cleveland, Ohio**

On November 1-6, 1994 the National Interpreters' Workshop will be held in Cleveland, Ohio. The theme of the conference, *Images and Perceptions: Interpretation makes the Difference*, will set the standards for presentations. In fact, interpreters across the United States are asked to write papers on this theme for possible presentation at the conference.

If you are interested, call the NIA at 303 491-6434 for more information.

**Interpretation Comes in  
Many Forms  
Condensed from Information in a  
Grant Proposal Initiated  
by  
Resource Ecologist Jean Ferreira  
Bay Area District**

The level marine terraces of San Mateo County were converted from the native coastal scrub plant community to agricultural fields by the early 20th century. The coastal scrub growing on slopes were often cleared to convert the area to grazing land. Overall, the coastal scrub community was eliminated from the Half Moon Bay area and much of coastal San Mateo County.

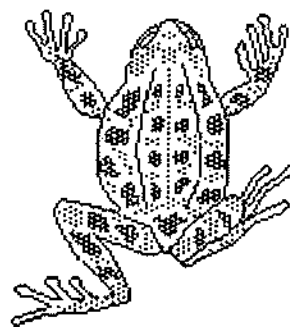
When the State of California acquired the land for Half Moon Bay SB in 1955, cultivation of the terrace ceased and the fields soon were dominated by exotic grasses and weeds. Today, 40 years later, the terrace still supports a 95% coverage of non-native plant species. Due to the lack of native plants, the native animal population also has been greatly reduced.

The years of human use have also taken its toll on the fragile biotic communities of the sand dunes. Uncontrolled visitor access has resulted in the trampling of native plants, erosion, and proliferation of non-native ice plant.

A grant proposal, written by the Bay Area District Ecologist, requests funding for the return of coastal dunes and terraces of Half Moon Bay State Beach to its native environment. The specific objectives of the Coast Scrub and Dune Restoration project, at a cost of \$80,000, would include returning the habitat to its

native plant species and improving and protecting the natural habitat of the endangered San Francisco Garter Snake; providing an important education and interpretive opportunity for visitors who can experience the native communities which were present prior to human disturbance; and by creating designated visitor access trails with the use of signs, boardwalks, or sand ladders to foster the coexistence of high quality native habitat and visitor use.

Part of the budget proposes the purchase of a greenhouse, which will enable staff to propagate seedlings from locally collected seeds. This will provide a source of site specific plants for this restoration project and to replant native plants in the unit following any future disturbance. This type of ongoing maintenance will be necessary to keep non-native species at a minimum. The greenhouse will be able to produce 10,000 plants in approximately 3 months. The same size plants would sell for \$1 a piece commercially.



**Red-legged frog joins  
San Francisco garter snake  
on endangered list.**

### Newsletter Committee Members

<u>Members:</u>	<u>Title</u>	<u>Address</u>	<u>Phone/Fax</u>
Philip Carey	Exhibit Coord.	Env. Design	916 653-9958
Wes Chapin	DIS	Channel Coast	F-916 653-4458
Donna Pozzi	SPI III	Park Services	805 899-1406
Kris Quist	MC II	Monterey	F-805 728-1406
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Sally Scott	DIS	Bay Area	408 647-6206
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			707 865-2391
			F-707 865-2046
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			415 726-8807
			F-415 726-0668
			916 653-8959
			F-916 657-4747

**Chautauqua: Living History with  
Something to Say  
by**

**Jose Rivera, Ranger I  
(Ph.D. Candidate California  
Ethnohistory UC Berkeley)  
Mt. Diablo State Park  
Bay Area district**

We all come to living history by many different paths. My particular path was a combination of museums, campfire programs, and academia. The latest metamorphosis to my living history evolution took the form of the Chautauqua, working with the California Council of the Humanities (CCH).

Lake Chautauqua is in upstate New York, the site of a religious school camp established in 1874. The Chautauqua started as an intellectual exercise and evening entertainment for the campers. Individuals would come out as figures in history, and discuss their ideas, concepts, and merits in a first person narrative with the audience.

Later these intellectual exercises took on a life of their own, evolving into what became known as the "Tent Chautauquas," or "Chautauqua Assemblies." The Tent Chautauqua would travel from town to town, with a troupe of historical characters. The Chautauqua Assemblies would take place under a big-top tent, similar to an old time religious revival. The height of the Tent Chautauqua movement was from 1903 to 1930. It was the advent of radio and film that led to their demise.

Within the last few years, living history enthusiasts and academics (mainly historians) have met, and merged to revive the Chautauqua tradition. The CCH has been on the forefront of reviving this tradition in California. I've worked with CCH for over two years as a historical figure in two different Chautauqua runs and on planning committees to establish a permanent stable of multi-cultural Chautauqua characters for California.

The first run of Chautauqua engagements, in which I participated, was the summer of '92, and included four historical figures: Christopher Columbus, Junipero Serra, Jesse Benton Fremont, and a Native American. I took on the persona of Antonio Garra, the Cupeno chief who led the 1851 Indian tax revolt in San Diego and Riverside counties. The complete Chautauqua experience consisted of four evenings, an entire evening was dedicated to a single character. A master of ceremonies/facilitator conducted each Chautauqua



to introduce, guide questions, provide historical background, and prompt the audience if need be.

Most Chautauquas have basically the same elements, yet each is unique. Usually a local group provided some entertainment as a warm up, followed by the Chautauqua character's monologue. A question and answer period followed the monologue while he/she was still in character. The audience talked with the character, learned about that time period, and the personal feelings of those who lived it.

However, there were many things the historical character doesn't know, because the character is limited to her/his time period and information available. In the last part of the Chautauqua performance the academic dropped the historical persona, and resumed the question and answer period as a twentieth century contemporary. In this second question and answer period, the historian places the character and pertinent events in historical context and discusses research.

Last summer (1993) the Chautauqua became even more dynamic. There were only two characters, Jesse Benton Fremont, a great advocate of Manifest Destiny, wife to Capt. John C. Fremont, and daughter to the famous Senator Thomas H. Benton of Missouri. The second character was Camillo Ynitia, the last Miwok chief of the village of Olompali, and well-known California vaquero (cattleman). Since Rancho Olompali was on El Camino Real, the main road (in what is now Marin County), it became the site of the only real battle during the Bear Flag Revolt.

Camillo Ynitia witnessed the Battle of Olompali, between the American Bear Flaggers, and the California militia. Then about a week later, Capt. John C. Fremont made a one night bivouac at Rancho Olompali. Thus the point of juncture between the two characters, Camillo Ynitia and Jesse Benton Fremont, becomes John C. Fremont. The format changed from the previous year, in that each nightly performance presented both characters. After the local warm up, each gave a short monologue. At the end of the monologues both characters addressed each other, which usually resulted in a lively debate of important issues of the day (1850s).

While Mrs. Fremont defended





Neophyte Mission Vaqueros

While Mrs. Fremont defended her husband's image and Manifest Destiny, Camillo Ynitia provided an indigenous perspective, and both presented the underbelly of California history. There was a question and answer period with both characters taking part. The program ended with a question and answer period, but this time the characters dropped their historical persona and addressed the audience as scholars who represented historical characters. The second Chautauqua format was the best received by the audience and the most engaging.

As with living history, the Chautauquan has to be well grounded in the historical period. For the persona of Camillo Ynitia, I created a complete *traje vaquero* (cattlemen's costume), circa 1846.

Taking a progressive Chautauqua step forward, one also must be well grounded in the life, customs, history, and attitudes of a historical figure—and make it believable.

There is a myriad of native

American and Latino historical characters I would love to see developed. One such example is Jose Jesus, a Yokut who became an *acalde* (mayor, or leader of the native mission community) at Mission San Jose. After secularization he became a prominent leader in the Central Valley. Jose Jesus and his vaqueros were renegades and rustlers during the *Californio* period. In the war between Mexico and the United States, Jose Jesus and his vaqueros were soldiers in company "H" of the California battalion, led by Captain John C. Fremont. Later Jose Jesus became a signatory in one of the treaties signed between the native Californians and the United States. During the gold rush, Jose Jesus became a labor contractor and it was his men who opened up most of the southern mines.

Other Latino characters I would love to see developed include: Captain Juan Baustista

de Anza, who led the first land expeditions in Alta California; Governor Felipe de Neve, who was responsible for starting the process of establishing pueblos in California, such as Los Angeles and San Jose; and Pio Pico, the last Spanish pre-statehood governor after the Battle of Cahuenga Pass, his life as a land owner, vaquero, and prime character in the political intrigue of early California. The Chautauqua possibilities are endless, and lends itself to a customized program for various institutions, or communities that wish to host a Chautauqua.

The Chautauqua is a dynamic form of interpretation, giving history a real voice. Living history with something to say!

(If anyone is interested and wishes more information on a Chautauqua, please contact Jose Rivera at Mt. Diablo State Park, or the CCH in San Francisco.)

## New Resources for Interpreters

by  
**John Werminski**  
**State Park Interpreter II**  
**Park Services Division**  
**Interpretation Section**

Now that the Interpretation Section in Sacramento has had a few months to get organized, I'd like to let everyone know about some of the support services we'll be able to provide—specifically, those involving natural history interpretation. You may recognize several functions in the list below from the survey we conducted last fall, which asked for input on how we could best meet your needs. Some of these services are available now, for the asking; other are in various stages of preparation.

### *Junior Ranger Program*

Our office will coordinate the Junior Ranger Program statewide. We'll handle the purchase and distribution of supplies—buttons, patches, logbooks, and the like. We'll keep track of things statistically, in order to fill your requests more efficiently and to better promote "Junior Rangers" to the public. We'll also serve as a networking center where interpreters can share program ideas and concerns.

We've already begun acting on one suggestion—a coupon that may be issued to school children when they attend a classroom presentation by park staff. The coupon will invite students (and their families) to explore, enjoy, and support the State Park System. Children wishing to earn Junior Ranger awards may exchange their coupons for stamped logbooks at participating parks. We hope to have the coupons available when the other Junior Ranger supplies are distributed this spring, and kick-off their use during State Park's Month this May.

### *Text and Information Files*

Before the Office of Interpretive Services disbanded, I combed the project files and made copies of all natural history interpretive text that I could find. This text, written for visitors centers, outdoor panels, and nature trails around the state, covers almost every imaginable topic and spans a period of twenty years. I also have hundreds of interpretive essays and articles I've gathered over an even longer time. If you're planning a program or exhibit for your park, feel free to give me a call—I'd be glad to mail or FAX copies of useful items. The text could save a lot of research and writing, and the essays are poetic, high-energy food for thought.

### *Staff Interpretive Training*

I've just developed a two to three-hour training

program designed to help rangers, park aids, and docents become better interpreters of natural history. The session is largely audio-visual, emphasizing concepts over techniques and inspiration over information—a kind of "sermon," as Hayden Sohm called it. I'm presenting the program for Monterey District in April; other districts can request the program by giving me a call at 916-653-8959.

### *DPR Slide Collection*

We're currently revamping the Department's 22,000-slide collection—incorporating slides from the old Inland Region and elsewhere, culling poor-quality shots, and adding a number of new categories to the system that will be of special interest to interpreters. The new groupings (natural habitats, earth processes, ecological concepts, and others) will make it easier for users of the files to locate slides and to build programs around solid interpretive themes. Another category will feature dramatic lapse-dissolve sequence shots that add visual flair to any program, especially those with more sophisticated projecting equipment.

We're also planning to develop a catalogue that will illustrate a broad selection of our slides. When it becomes available, the catalogue will be distributed to all districts, eliminating much of the guess work now involved in ordering slides from West Sacramento. In the interim, an index is available from Sr. Photographer Bob Young at 916 324-6953.

### *Interpreting Geology*

A student intern is now working with our office to produce a handbook for interpreting California geology. Using non-technical concepts and language, the handbook should enable those with little or no geologic background to approach the subject with confidence. Topics will include the following—using analogies to explain geologic time; reading the stories written in rocks; our ever-changing coast; gold a natural resource and "shaper" of history; finding faults and understanding earthquakes; state parks as geological showcases; and more.

If I, or we, can be of any assistance, please let us know.



**Two Thumbs Up:  
Collections Training Videos Available for Loan  
by  
Pat Morris  
Museum Technician  
Park Services Division**

Could you or your staff benefit from a basic introduction to the care and preservation of museum objects? Could your unit's employees use a refresher on security precautions? Why not borrow a tape to meet these basic training needs? The Interpretation Section of Park Services Division has on its library shelves seven video tapes on topics ranging from the acquisition of a museum site to the storage of objects.

The videos are listed below along with summaries of their contents. All the tapes are in VHS format and are available for loan for a month at a time. To ensure the usefulness of these programs for training purposes and the depiction of correct museum practices, each tape was reviewed by two Department curators. If you are interested in borrowing any of these videos, contact Pat Morris at Park Services Division, Interpretation Section at 916 653-7976.

*A Living Legacy: The Woodrow Wilson House Museum.* Produced by the Audiovisual Program Office of Museum Programs, Smithsonian Institution. 16 minutes.

*A Living Legacy* presents an overview of all aspects of the creation of an historic house museum from the acquisition of the building to the care, storage and display of objects.

*Basic Art Handling.* Gallery Association of New York State. 1988. 30 minutes.

The emphasis in this video is on the preparation and proper equipment used to handle and move works of art, not over long distances, but within a museum's walls. This program introduces viewers to the handling of three-dimensional works such as glassware and sculptures, prints and documents, framed and un-framed works of art, textiles, books, and metal objects.

*Care and Preservation of Museum Collections: Dusting and Vacuuming.* Produced by the California Department of Parks and Recreation. 1992. 20 minutes.

In this program, museum staff at three state parks demonstrate dust removal techniques. The film covers vacuuming historic wood floors, rugs and carpets, vacuuming textiles and upholstery, dusting historic furniture, and vacuum-dusting three-dimensional artifacts including books, frames, and natural history specimens. The video also reviews artifact

maintenance and preservation equipment.

*China Syndrome.* Produced by 60 Minutes. Approximate running time-15 minutes.

The focus of this program is on museum security. It was first aired as a segment of the popular television program 60 Minutes. It is about an academic who stole china trade porcelain from several Eastern museums. The show raises security issues that are relevant for all museums.

*Keeping House: A National Trust Training Video.* The National Trust, London, England. 1990.

This video is divided into separate segments running approximately 10 minutes each. Topics covered are: ceramics, books, furniture, metalwork, and floors.

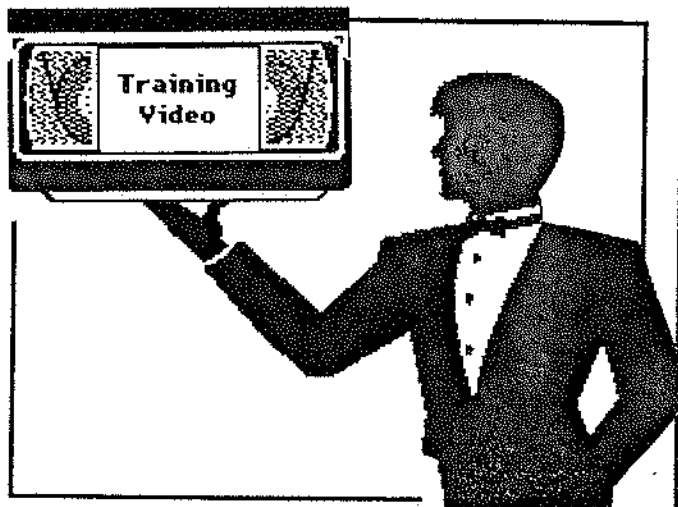
*On Guard: Protection Is Everybody's Business.* A production of the Smithsonian Institution Office of Museum Programs. 1983.

This program addresses threats to cultural property including fire, theft, vandalism, extortion, bomb threats, and natural disasters. It also touches on environmental hazards such as rodents, insects, light, humidity, and heat.

*Outdoor Sculpture and Its Cure: Preserving the Hirshhorn Museum's Collection.*

Produced by the Audiovisual Program Office of Museum Programs, Smithsonian Institution. 16 minutes.

There are more than 100 sculptures in the Smithsonian's Hirshhorn Museum sculpture garden in Washington, D. C. This video focuses on the protection of these treasures from their environment. It covers the care and maintenance of stone, steel, and painted objects.





## State Parks Month May 1994

What is a State Park? Where are they? How are they different than any other park or recreational area? We know the answers to these questions, and they seem somewhat obvious to us. But these and many other similar questions will often receive a blank stare in response when asked of members of the public. It is the job of the California Department of Parks and Recreation and our many enthusiastic supporters to answer these questions for the public, though the public may not know that the questions need to be asked.

To help the public understand the value of State Parks, the work we do and the significance of State Parks in improving the quality of life of our citizens, the Department will announce May 1994 as State Parks Month, a month-long observance of park activities with the theme of "Fun, Family, Friends."

This month-long celebration, preceded by a Governor's Proclamation, will feature events and activities in many of the State Park units throughout the state, any one of which can provide for fun, family and friends. If your interests tend toward the athletic, and you want to participate in a marathon, try the Avenue of the Giants Marathon in Humboldt Redwoods State Park, or the Ultra Distance Trail run in Anza-Borrego Desert State Park. Maybe your athletic interests do not include running. Try the Jet Ski regatta at Lake Oroville State Recreation Area, the Water Ski Competition at Silverwood Lake State Recreation Area, or be a spectator at the Pacific Coast Rowing Championships at Folsom Lake State Recreation Area. For the off-road enthusiasts Hollister Hills State Vehicular Recreation Area offers a Family Fun Scramble and a Dual Sport Ride, both in May.

For the history buff, Colonel Allensworth State Historic Park and Sutter's Fort will offer a perspective of California history that will reawaken your pride in being a Californian. Pay respect to the Elders of the Indian community at the State Indian Museum on Honored Elders Day. Enjoy a presentation of Fiddler on the Roof at the 81st Annual Mountain Play at Mr. Tamalpais State Park.

And that's not all. It's only the beginning.

You are members of the State Parks family, working with us to make the California State Park System the best in the world. Your lives are enriched by sharing in this endeavor. But isn't there a park unit that you have always wanted to visit but simply could not find the time? The time has come. Set a date right now. Call friends who have never visited a State Park and invite them to join you. The quickest way for someone to understand the value of State Parks is to visit one. I can assure you, State Parks will gain another supporter and you will earn the appreciation of a friend. If each of us

who knows the answers to all those questions about State Parks takes a friend with us to celebrate State Parks Month, we will have taken a significant step forward in educating California about the wondrous natural and cultural resources that are our heritage and our pride.

Most important, enjoy fun, family and friends in a setting of rich historical value and incomparable beauty. Enjoy your State Park System.

### State Parks Month Fact Sheet

State Parks Month by Governor's Proclamation has been set for May 1994.

The purpose of State Parks Month is to raise the awareness of the public of the existence and value of State Parks and distinguish the State Park System from other park systems.

The theme of State Parks Month is "Fun, Family, Friends."

The events and activities included in the celebration encompass all offices in the Department (e.g. OHP, OHV, etc.)

Graphics for State Parks Month are being developed and will be used on all collateral material.

The State Parks Store in Sacramento has merchandise available designed to support State Parks Month (T-shirts, posters, etc.) that you can order for sale during State Parks Month.

It is suggested that event coordinators use outside resources for sponsorships and event coordination (e.g. Chambers of Commerce, Rotary, Scout troops, etc.)

The Marketing and Public Awareness Office and the State Parks Month Planning Committee have sent publicity material to a wide variety of media, special interest groups, legislators, cooperating associations, concessionaires, etc.

Press kits are being developed for use by staff conducting events during State Parks Month.





**Nedra suggests  
180  
Great Games  
for children!**

**Hot Tips for Interpreters  
by  
Nedra Martinez, Ranger I  
San Juan Bautista SHP**

Ranger I Nedra Martinez, at San Juan Bautista State Historic Park, suggests:

Bag of Tricks  
180 Great Games  
by Jean Sanborn

Search Publications  
2000 Old Stage Road  
Florissant, CO 80816  
Cost around \$6.95.

This book is along the lines of Joseph Cornell's *Sharing Nature with Children*. With the activities coded by age groups, this would be an excellent book to have for Junior Rangers, or for ideas on ice breakers in campfire programs.

**Food for thought:**

Rick Royer's article, in the last newsletter, prompted a thought-provoking response from Ranger Dave Carle, Mono Lake Tufa State Reserve. A few paragraphs have been excerpted below:

"I've been 'rangering' for 20 years now, and throughout that career have felt some measure of frustration about Rick Royer's question: 'How does interpretation fit into my role and responsibilities?' Just as there is tremendous variety in types of State Park units and the rangers' corresponding roles, there has always been a tremendous, and troublesome, variety in answers—personal answers—to that question among rangers.

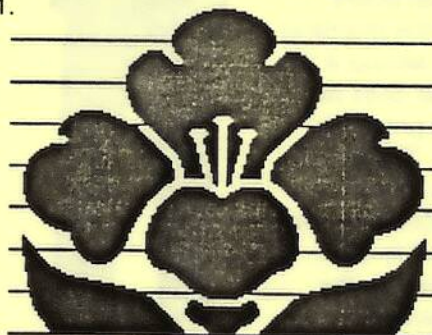
"The interpretive part of our job is there to answer questions like: Why does (should) this place matter? Why protect it? Why care about it? What can I do to help you experience things here that you might otherwise miss? What does all this have to do with your life, once you return home?

"Heck, I got into this field to 'save the world.' I admit it. The mission remains. I know we can't protect, or preserve, our parks in the long run, with laws or law enforcement alone. Interpreting, facilitating environmental education,

becoming naturalists, becoming local experts, becoming teachers, 'rangering'...those are key elements of our jobs.

"It's dangerous to speak in generalities about this park service without running into misunderstandings that stem from our diversity. I've contributed one answer to Rick Royer's question, at least: Once we're listening to each other, meaningful interpretation begins."

Anyone interested in continuing an in-depth discussion with Dave, is encouraged to correspond with him at P. O. Box 99, Lee Vining, CA 93541.



**SPRING**



# HAPPY EASTER

## Additional Thoughts:

Thank you for the newsletter name suggestions, articles, support, positive comments, and overall interest in the newsletter.

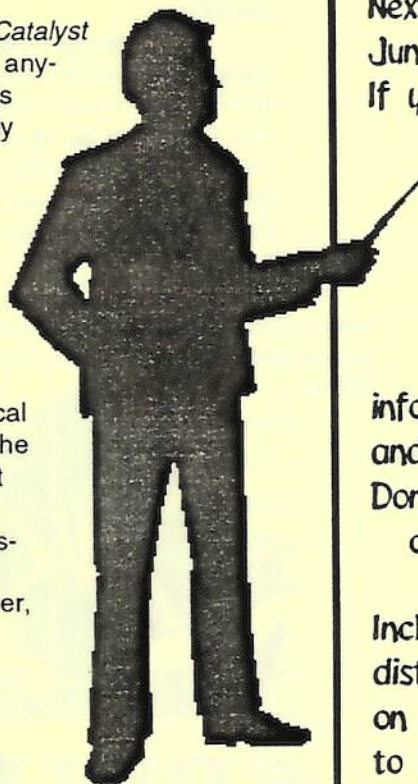
We're trying for improvement with each edition and you have been most understanding of our attempt. I would still appreciate help on format, suggestions on layout, and how do I get photographs in without a scanner? Or can anyone out there put pictures on a disk for me and send me the disk? How does that work? Would it work? How can I get a scanner? I'm playing it safe with fonts (Helvetica-10) because I'm hesitant to experiment and have the newsletter look like a ransom note. Still, I'd like suggestions in that area too.

The committee is great and my thanks to each of them and Donna Pozzi for encouragement and support. Special thanks to John Werminski for good advice, excellent suggestions, and meticulous proof reading.

We're running *Catalyst* up the flagpole to see if anybody salutes. Nothing is "etched in stone" as they say. Richard Clark suggested *Catalyst*, which caught my attention, in part, because of his explanation:

"A catalyst is not typically an active ingredient in the chemical reaction, but without it the reaction either does not take place or proceeds more slowly. This newsletter is not a direct interpretive tool, however, if it is successful, it will cause or speed up the interpretive section."

Other suggestions included: *Tin Can Telephone*; *Interpretive Tales*; *Tales, Titles and Talents*;



*Interpretive Grape Vine*; *Embers*, *Interpretive Greenhouse*, *Lumens*; *Inter*, *Interpret*, *INFO* (an anagram for Interpretive Network for Facts and Other stuff, cleverly illustrated) and on and on. Thanks to Richard Clark, Sunny Bell, Phil Carey, Joann Weiler and Mary Helmich for sharing their creativity.

We're still having problems meeting deadlines. I'd like a date set, and articles received after a specific date held for the next publication. The problem is that two-thirds of the articles in this edition were received after the deadline.

Some corrections were needed on the interpretive rosters, but, in that no phone numbers were wrong (or, at least, no one reported any), we'll wait awhile before repeating the roster. (Do notice, however, that Bill Watts should have read Gary Watts. Sorry about that, Gary.)

Additional nominees (and immediate inductees) for the newsletter club are: Michael Tucker, MC II, Gold Rush; Rob Wood MC II Gold Rush; Joseph Sgromo SPI I, Gold Rush; and Nancy Mendez MC I, Los Angeles. Welcome and thank you for your interest.

Again, thanks all. Don't hesitate to get your two cents in. I'm eager to hear from you.

Sally Scott

DIS/BAD (That's District Interpretive Specialist, Bay Area District! No matter what you thought!)

Next Newsletter deadline;

June 15, 1994

If you send in your article early, it will give me time to return it to you in order for you to proof it and make minor changes.

Bits and pieces of information, one-liners, quotes, and jokes are all welcome. Don't hesitate to suggest your choice of graphics, but give me two or three options. Include your title, department, district, phone number, and fax on each article, so I don't have to look it up.

Thanks. Sally

